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COMMON SCHOOL JOURNAL.  
NEW SERIES.

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WILLIAM B. FOWLE, EDITOR.

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TEACHERS' INSTITUTES. No. 2.

In our last, we made some remarks upon the design of Normal Schools, and hinted, in our plain way, at some of the points in which they may be made more effectual in supplying our District Schools with a better race of teachers. We now propose to make a few general remarks upon Teachers' Institutes, as they are generally conducted. In the present condition of our schools, when many teachers are not only incompetent, but have no disposition to improve, if it is to cost them any money, labor or time, there can be no doubt of the necessity, as well as propriety, of carrying the instruction to their very doors, that something may be done to prepare them for a task, for the undertaking of which it would seem that the greater part of them can have no excuse. If the whole of education consisted in learning to read and spell, write and cipher, very imperfectly, we should not wonder at what we see; but when we consider that these things are nothing in comparison with *character*, that character which is to last when the elements of human knowledge are laid aside; that character which must have its foundation laid in youth, we are sometimes lost in wonder to see the community ready to entrust the great matter of education to young teachers, who know very little of the branches they are to teach, and who really have no clear ideas, few fixed principles upon any subject, and, of course, very little of what constitutes character. The number of those who take up teaching from a sense of duty, and a feeling of responsibility to God and man, is very small. As far as our obligation extends, not one in ten has any such motive, or would pretend that he has any such. Poor as the compensation of teachers is,

the pay is sufficient to induce many young persons to become teachers ; and down-trodden as the district school teacher has generally been, there is still sufficient dignity or attraction in the office, to induce many to take it up, who might earn twice as much in some more laborious employment. A very large number also, having no wealthy friends, and needing a small fund to enable them to enter upon a more profitable career, become teachers merely to acquire the necessary means to become something else, and our committees have always been imprudent enough to employ such, and parents have been willing to intrust their precious children to such hirelings. While such loose notions prevail in any community, there can be little hope of doing much to elevate or perfect it. Still we must endeavor ; and it has always appeared to us that the invention of Teachers' Institutes was a very fortunate one, and these meetings, properly conducted, must do much, not only to improve the temporary teachers who make teaching a stepping-stone to something else, but to provide better teachers, with higher motives. We have known a few cases of young persons who had intended to teach, and who thought they could do so as well as others, but who, after attending an Institute, were so thoroughly convinced of their incompetency, that they relinquished their design, and sought some other employment. We have known others, who, after discovering their incompetency, were excited to activity, and became ambitious to be what they evidently saw they were not. Still, the operation of the Institutes is obstructed in many ways, and by various causes, which we think may be obviated, and a few of these defects we shall endeavor to point out.

The first defect, and perhaps the greatest, arises from the employment of incompetent or inexperienced or interested Instructors. We are aware that the meeting together of a hundred young teachers, if the principal Instructor had no great practical knowledge of the art of teaching, would not be without its advantages. The actual collision of mind with mind ; the opportunity to measure strength and compare attainments ; the attempt to instruct their fellows, or to defend their own opinions ; all these will bring out talent and send the teacher back to his district an abler man ; but, if the Principal has a large stock of experience, and has the ability to communicate his skill to others, the utility of an Institute must be greatly increased. Now, we maintain that, in very many cases, in States where Institutes have been holden, teachers of very ordinary ability have been employed, and oftentimes, the teacher has had no dignity of character, no grace of manner, no originality, no invention, no superiority, to recommend him to the young teachers whom he is called to teach.

In some cases, much of the time has been taken up by what are called *educationists*, men who have little or no practical acquaintance with the details of the district school-room, but who have abundance of notions often irrational, and oftener impracticable. The Lecturers too, who have been employed to lecture to the young teachers at the Institutes, have rarely said any thing that was calculated to strengthen the hand or encourage the heart of the young teacher, and, in theoretical teaching and lecturing, about half of the time of the session has been wasted.

Another very serious defect lies in the fact that the public have generally been invited to be present and witness the exercises of the Institute. It is proper that the citizens should be admitted sometimes to hear lectures on their duties, and to receive instruction, and the evenings may be set apart for this purpose; but we are persuaded that the admission of visitors at all times, makes an exhibition of what should be a drill; and the consequence is, that those young teachers, who most need instruction, are afraid or unwilling to ask for it, or to come forward and do what is necessary to obtain it. It not unfrequently happens, therefore, that the timid teacher, who is afraid to be exposed before an audience, but who would not fear to act before her fellow teachers, refuses to join the Institute, and sits as a visitor, exempted from taking any part in the exercises, and perhaps laughing at the blunders of those who do join, and endeavor to do what is required. The more skilled and faithful the Principal, the more exercises will be given in which the young teachers should operate; but such is the timidity of the teachers, that, if the Principal has any reputation for requiring the teachers to go out to the black board, or to stand up and work, they are shy of joining the Institute, and often stay away entirely. We hope that, next year, the Directors of Institutes will try the exclusive system, and advertise their intention. In case the number of pupils should be greatly increased, we would suggest the propriety of trying all, and separating them into two divisions, under different teachers, for it generally happens that one-half of the members are not qualified to work advantageously with the other half.

A third evil has arisen from the circumstance that the several Directors of Institutes have endeavored to bring together the greatest number of teachers, and, for this purpose, they have not been careful to exclude very young men and women, and all others who had no intention to become teachers. The admission of mere boys and girls, (and we have seen almost a whole academy admitted and counted members,) has a tendency to prevent the older members from acting with freedom and good will. It not unfrequently happens that a boy or girl thus admitted, will be

less embarrassed than a teacher, and will do what the teacher has failed to do, and the consequence is mortification, and often unwillingness, on the part of the teacher to expose himself again. When the members do not intend to become teachers, the evil is not so great, but who does not see that the greater the number of teachers, the less is the chance for each of them. We know there is a notion that a teacher may instruct a large class as well as a small one, and on this notion the system of graded schools mainly rests; but the notion is a great mistake, and must be discredited. The fewer the members, the stronger is the feeling of personal responsibility, the nearer they may approach the teacher, and the more separate and personal exercises they may be made to perform. When the number of members arises, as it sometimes does, to more than two hundred, the exercises must be very general, and any one so disposed, can escape from taking any part in them.

Another enormous evil arises from the attempt to teach *systems*, when the young teachers want practice, and plain directions how to communicate, in the best manner, what little they may know. We have seen three hours of every day of a session expended in the endeavor to make the young teachers, not one of whom, perhaps, could read decently, tell the difference between the different degrees of stress and force, as exhibited by the teacher, or in guessing what sort of a sentence was laid before them, and what degree of force or stress was appropriate to it. We have seen nearly half the time of a session wasted in the vain attempt to tell whether sentences were compact or loose, perfect or imperfect, or both, or neither; and, when the Institute adjourned, the young teachers were just as ignorant of the art of reading, and just as unable to read as they were before it met, and much more perplexed; the little force they once had was lost; stress had become distress; the only aspirate sounds they understood, were sighs, and the only pectorals, groans; they did not know pure tone from orotund, nor this from rubicund; the search for open-close sentences made them silly-wise; they wanted plain practice and they got technical nomenclatures; they wished to learn how to teach children, and they were told to do this in terms which they themselves could not understand. So in mathematics, we have seen hours spent upon a problem to the solution of which not five in a hundred paid the least attention; and we have found hundreds who were practising Algebra, where they could not add a single column of figures correctly to save their lives. It is no unusual thing for the Principal to spend much time in answering a puzzling question, asked because it had puzzled some young teacher, but of no use or importance when answered; while at the

same time ninety-nine in a hundred could not understand the solution. The Institute is not the place to solve puzzles and paradoxes, and the time should no more be wasted upon them, than upon riddles and conundrums.

There is another evil attendant upon Institutes, and this in some States, has become a nuisance. Most of the Institutes have become the resort of book agents, and in some cases the Institutes have been almost broken up by the rival agents and their partizans. In Maine, during the session of the Institutes, in each county, there is a Convention of Town School Committees for the purpose of choosing the County member of the Board of Education. Here is a double inducement for the publishers of school books to send their agents. The County is often canvassed before the meeting, and the committees are beset for their votes in behalf of this or that series of books, or of this or that candidate, who is known to be favorable to this or that publisher; and, as members of the committees are often members of the Institute also, the harmony and business of the Institute is often seriously interrupted. The Member of the Board is influenced in the selection of a Principal by the clamor of these agents, or, at least, the latter have tried to intimidate them, and no little perplexity has sometimes arisen, from book agents becoming members of Institutes and instigating the other members to thwart the wishes and arrangements of the Member and Principal. These things ought not to be so, and some rigid measures ought to be adopted, or this evil will put an end to Institutes. We may resume this important subject anon.

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#### THE FATE OF EDUCATIONAL JOURNALS.

We are sorry to learn from the following notice, which accompanied the last number of "THE SCHOOL FRIEND AND OHIO SCHOOL JOURNAL," that that valuable publication is to be discontinued. We copy the notice, because it affords us a good text for a few remarks.

"SCHOOL FRIEND—EXTRA. *Cincinnati, October 1, 1851.*  
About five years since, the subscribers commenced, in this city, the publication of a paper devoted to the cause of education generally, and to the interests of education in the West in particular. For two years they furnished the "School Friend" gratuitously

to over 10,000 teachers and friends of education. This they did cheerfully, in the hope, that, through the instrumentality of their paper, they might awaken a more lively interest in the subject of schools and school teaching. And, in the belief that virtue and intelligence are the fair pillars on which rest the perpetuity of our free institutions ; and, looking upon teachers as a *great instrumentality*, under God, of making a people free and happy, by the cultivation of these graces of character, they desired to lend their aid in raising up in the West such a band of "workmen as needed not to be ashamed." To this end their paper was begun, and has been continued to the present time. For the last three years it has been a *pay paper*—not, however, in the common acceptation of the term, for, at no time since its commencement have the publishers desired that it should more than pay the *actual cost* of publication. *This it has failed to do.* And with the last number of the fifth volume of the "School Friend and Ohio School Journal," we are reluctantly compelled to suspend its publication. We do this the more reluctantly, because we had indulged the hope, that teachers in the West were sufficiently alive to the interests of their profession to coöperate in the support of a journal, whose pages were devoted exclusively to the promotion of the cause of education, and through which, as a medium, they might reach the mind and heart of the people. But we hoped against hope, and are disappointed.

While the paper was furnished gratis, our subscription list reached the large number above mentioned. Of this we do not complain :—it was what we wished. But we do complain, that since it has been made a pay paper, so few have been found willing to aid in the undertaking. It argues an indifference on the part of the friends of education throughout the West, that is indeed culpable. When will teachers learn the importance of sustaining a journal devoted to the interests of their profession ? We hope that some one may be more successful in enlisting their *pocket-felt* sympathies than we have been. The aggregate loss to us, during the entire publication of the paper, is over \$3,000. We were willing, if necessary, to sustain a loss, that the enterprise might succeed ; but, when that loss reached the sum above mentioned, we felt that we had reached a point beyond which we could not go."

The history of the "School Friend" is the history of every educational journal in the country. If not dead, they are all languishing and in a rapid decline. Every other interest in this country has its presses, and its active friends and supporters, but

the teachers, who, as a body, are in want of all things, seem to think that *they*, collectively and individually, have nothing to do to better their condition. Hardly one in a hundred subscribes for an educational journal ; and hardly one in fifty reads such as are published for their benefit. We published the Common School Journal seven years before we edited it, and the loss was ours. We have edited it three years almost without help, and certainly without compensation. Our subscription list would be more than sufficient to pay the expenses of paper and printing, were the subscription promptly paid, but, probably, not one half of the subscribers pay within the year ; a large number do not pay once in three years, and many never pay at all. If those, who thus treat us, wonder why we continue to send the Journal to them, our answer is, that we are unwilling to believe that they mean finally to defraud us. This Journal is the oldest in the United States which is, and always has been devoted to the cause of general education. It long ago reached that age when " all is labor and trouble," and perhaps, if suicide were lawful, it should long ago have ceased to be. We have thought, however, that a good work remains to be accomplished, and we do not see in our contemporaries any disposition to commence the reform which is demanded. We find a general conviction that something more than has hitherto been attempted, is necessary to improve the quality of Common School Education, to increase the quantity of it, and to carry its blessings to every child, by laws based on justice and supported by public sentiment. All agree that vice and crime are on the increase, and increasing most amongst the young ; all agree that the annual influx of half a million ignorant foreigners must reduce the standard of manners, and morals, and general knowledge, without unexampled efforts on the part of the native citizens to educate the needy strangers, as well as their own children ; but all do not seem to be aware of the fact, that our Board of Education are doing little or nothing to meet the exigency, and avert the evils that threaten us ; that our teachers are very unequal to the task ; that our committees have narrow

views of their duties, and the towns and legislatures are making appropriations and legislating for the past, or without any adequate idea of the changed condition of this community, or its future prospects and wants.

Now, we believe that a Journal, which shall point out the dangers which surround and threaten us, and at the same time point out the remedies, fearlessly speaking the truth, and, if need be, the whole truth, is needed ; and we have kept on in the belief that the community will yet come to our aid, and do us justice. The year is drawing to a close, and we call on all the friends of a reformed system of public instruction, and a more efficient administration of it, to subscribe and lighten the burden that we are bearing alone. Any person subscribing between now and the first of January, and paying the dollar in advance, shall be entitled to the Journal from this time to the end of 1852. Will Teachers and Postmasters consider themselves agents for the Journal, and send us five hundred new names for the next volume ; and, which is no less important, will subscribers who are indebted to us, have a reckoning with their consciences, and not only pay what is due, but induce others to subscribe ?

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#### EXCERPTA CORRIGENDA.

MR. EDITOR : Since I have been a reader of your valuable Journal, I have always taken great interest in the *Critical Articles*, which have from time to time appeared under the head of *Excerpta*, and over the signature of WALLIS, and I am emboldened to request you to remark, on the following sentence, which I extract from the last number of the Journal, and show, if possible, that it is expressed in the best form.

“ Now the object of these Institutes is, but ought not to be, instruction in any particular branch of study, nor any particular book, but in the art of teaching.”

With much respect, truly Yours, P. B.

It is possible that, if we were at home or with our papers, we could account for the deplorable sentence that has justly startled

our esteemed correspondent; but, far from endeavoring "to show that it is expressed in the best form," we shall freely confess that it would be difficult to express the sentiment in a worse form. We ask our friends to let it read, "Now, the object of these Institutes is instruction in the art of teaching, and not in any particular branch of study, nor in any particular book."

The same Correspondent asks, "Is it correct to say three fourths *is*, or *are* for instance three fourths of the earth's surface is [are] covered with water?" We prefer to say "Three fourths are, three times three are," &c., and we never intentionally use the singular form in such cases, but we are aware that some good authors, and Warren Colburn among them, think three quarters and three times three represent a single quantity, and they treat them accordingly. For our part we have no respect for this error, or any other, however authorized by names or numbers, and we hope all teachers will unite in preventing any more anomalies from creeping into our language. If it would not seem like making reprisals, we should call our correspondent's attention to the punctuation of his question. He probably intended to say, "Which is more correct, three fourths *is*, or three fourths *are*, in the expression 'three fourths of the earth's surface, &c.?" If his language is not to be changed, the punctuation should be thus. "Is it correct to say, three fourths *is*, or (three fourths) *are*? for instance, three fourths of the earth's surface is [are] covered with water."

Another correspondent says, "If three acres of grass support four oxen," does the verb *support* express any action? We believe that every proper verb expresses some kind of action, some exertion of energy, and we do not except the verb *be*. In the sentence 'Be active, boys, and do not waste your time,' the verb *be* is sufficiently active; but in the sentence, 'Be active boys, and do not waste your time,' we think *boys* as much the object of *be*, as it would be the object of *make* in the sentence, 'Try to make active boys of yourselves!'

Among the offensive and ridiculous affectations of the day is the use of foreign words instead of English ones. We have before alluded to this wretched practice, and now add a few sentences that have lately met our eye. Mr. Geffroi and Madame Judith performed the principal *rôles* of the new play. *Rôle* may be translated *part* or *character*; but if *Madame* must have its orthography Frenchified, *Mr.* should be written *M.* without the *r*.

"The Speaker made several *interpellations* which were not noticed by the minister." *Interpellation* is a barbarism for *demand*, &c.

"The *réunions* at the house of Mrs. —— were well attended." A French *réunion* is an English *meeting*, *assembly*, &c.

"To remove the *prestige* occasioned by his diminutive personal appearance." A French *prestige* is an English *prejudice*, or unfavorable impression. Will not our teachers set their faces firmly against all such affectation? — WALLIS.

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### GEOGRAPHY.—THE ARCTIC EXPEDITIONS.

In former numbers, we have recommended the progress of the various Expeditions for the discovery of a passage by water around the northern shore of the Western Continent, as an excellent lesson in Geography, and we have endeavored to give a clear account of this, in the hope that teachers, by the aid of good maps and blackboards, would keep their pupils up with the progress of research and discovery. We might again recommend a good news-paper as the best text-book of Geography that can be used in a school, but we shall effect our purpose as well, by republishing from the New York Weekly Tribune, (the best paper in the world, perhaps, for the purpose we have recommended,) a brief but interesting notice of the return of the Grinnell Expedition, which went early in 1850, to the relief of the English Navigator, Sir John Franklin, who had been missing four or five years.

"The American Expedition entered Wellington's Sound (east side of Melville Island) on the 26th of August, 1850, where they met Capt. Perry with the Lady Franklin, and Sophia, and were afterwards joined by Sir John Ross and Commodore Austin. On the 27th, Capt. Perry discovered unmistakable evidence of Franklin's first winter quarters,—three graves with inscriptions on wooden headboards, dating as late as April, 1846. Their inmates, according to these inscriptions, were of his crew,—two from the Erebus and one from the Terror. There were besides fragments of canvass, articles of clothing, wood and cordage, undoubted evidence of a large and long encampment: but affording no indications which would serve as guides to the searchers or give assurance to hope.

On the 8th of September, the Expedition forced through the ice to Barlow's Inlet, where they narrowly escaped being locked in the ice. But they so far succeeded, and on the 11th reached

Griffith's Island, the ultimate limit of their western progress. From this they set sail on the 13th, with the intention of returning to the United States, but were locked in near the mouth of Wellington's Channel. Here commenced those perilous adventures, anything comparable to which was never encountered and survived. By force of the northern icedrift they were helplessly drifted to 75 deg. 25 min. N. lat., and thence drifted again into Lancaster Sound, somewhat, we should say, in a south-easterly direction. The agitation of the ice elevated the "Advance" nearly seven feet by the stern, and keeled her two feet eight inches starboard. In this position she remained, with some slight changes, for five consecutive months. And, while in it, the depth of winter closed its frozen terrors around the Expedition. The polar night fell upon them, and for eighty days no ray of solar light broke upon them. The thermometer (Farenheit) ranged 40 degrees below zero, and sometimes sank to 46°. Early in this awful night, (November 5th,) the Reseue was abandoned, for the purpose of economizing the fuel, and the crews of both vessels determined to brave their fate together. They every moment expected the embracing ice would crush the vessel to atoms, and consequently stood prepared, sleeping in their clothes, with knapsacks on their backs, to try chances on the ice, mid storm, and terror and night. For this terrible trial they had made every preparation, had provisions sledged and everything in readiness which might be useful for such a journey. They were then 90 miles from land, and so certainly did they expect that they should make this alarming trial, that, on two occasions, (8th December and 23d January,) the boats were actually lowered, and the crews assembled on the ice to await the catastrophe.

During this period the scurvy became epidemic, and assumed an alarming character. Its progress defied all the usual remedies, and only three men escaped the attack. Capt. De Haven was himself the greatest sufferer. The constant use of fresh water obtained from melted ice, active mental and physical exertion, and the care of Divine Providence, arrested any fatal result, and the disease yielded to a beverage composed of a sort of apple tea and lemon juice. After entering Baffin's Bay, Jan. 13th, the ice became fixed, and the little Expedition became stationary and fast in the midst of a vast plain of ice, 90 miles from any land. The stores, materials, and cordage, were stowed away in snow-houses erected on the ice, and a sort of encampment was formed, with all the appearance, if not the solidity of terra firma. The tables of ice varied from three to eight feet in thickness.

Nor was the situation of peril and awe without its attractions. Auroras, Parhelia, (mock suns and mock moons,) of the most

vivid lustre, succeeded one another without intermission, and, as day approached, the twilights, streaking the northern horizon, were vividly beautiful. At length the God of Day showed his golden face, (18th Feb.,) and was hailed with three hearty American cheers. Gradually his influence was felt, and the waxen-like color of the complexion, which the long night had superinduced, gave place to freckles and tan. The disease, too, quickly disappeared.

On the 13th of May the Rescue was reoccupied.

The disruption of the ice was sudden and appalling. In twenty minutes from its first moving, the vast field, as far as the eye could reach, became one mass of moving floes, and the Expedition once more drifted southward. By a continued providential assistance it passed the perils of Lancaster Sound and Baffin's Bay, and on the 10th of June emerged into open water, lat. 65 deg. 30 min. N., a little south of the Arctic circle, being thus released from an imprisonment of nearly nine months, during which they helplessly drifted 1,060 miles. While in Lancaster Sound, the roar of the rolling water and tumbling ice exceeded all earthly tumult, and was sometimes so loud and stunning as to render both voice and hearing useless.

Capt. De Haven's first care on his escape was, to repair damages and restore the health and vigor of the crews. With that object he visited Greenland, where he refitted. After a short delay, with unabated courage and unflinching purpose, he once more bore northward. On the 7th of July the Expedition spoke some whalers, and, on the 8th, passed the whaling fleet by the Dutch Islands, there arrested by the ice. By the 11th, the Expedition reached Baffin's Island, and entered through vast masses of loose ice. Here the Prince Albert joined. They continued in company till August 3d, warping through the ice, when the Prince determined to try the southern passage. De Haven persevered in his course, until the 8th, when he became completely entangled in floes and bergs. Here again the Expedition encountered perils of the most alarming kind. The floating ice broke in the bulwarks, and covered the deck in broken masses like rocks tumbled pell-mell by a mountain torrent. The more than iron endurance of the gallant ships was severly tested by the crush of the closing ice; but they rose to the pressure, as if defying the elemental strife, baffled its fury, and, somewhat disabled, but still without a plank yielding in any vital part, rode safely in an open road on the 19th day of August.

Here, finding the north and west already closed against them, the American Expedition set their sails and bore homeward, after

having dared and suffered, and overcome difficulties and dangers, such as scarcely, if ever, beset the path of the mariner.

It is supposed the English Expedition wintered at or near Fort Martyr, and thence prosecuted their voyage westward. The American Expedition, therefore, was in a position more favorable to the search. It was in a far higher latitude, and the so-called *polyna* (open sea) could not have been far distant; but the inevitable drift into the waters of Lancaster Sound was fatal to its spring progress, and fatal to the chances the enterprise had won.

The officers and crew of the other vessels of the Expedition were all in good health and spirits up to the 13th of Sept. 1851.

The Advance brings several fragments from the encampment of Sir John Franklin, a pair of fine Esquimaux dogs, and some articles of curiosity.

Thus ends this noble Expedition, without discovering any satisfactory index to the fate of Sir John Franklin; but, at the same time, without any evidence to exclude further hope. Sir John might have won the point which the Advance was baulked of by the fatal drift into Lancaster Sound. If so, and it is not impossible, there is no reason to doubt the possibility of himself and crew surviving in those regions where nature has adapted the resources of life to the rigors of the climate.

The gratification of officers and crew on once more reaching their native land is in no small degree enhanced by the recollection, that, in no scene, no matter how trying, was their trust in and mutual love for each other interrupted; and Capt. De Haven retains the most lively recollection of the gallant, unflinching conduct of officers and crew."

We conclude, from this last paragraph, that the American Commander made no use of corporal punishment, but we should like to be assured of this fact, as one not less interesting than that relating to the health of the crews. The London Morning Chronicle has the following article, which seems to imply that the British Government do not yet abandon the enterprise, although there can be little doubt that Sir John's labors are ended, and that any expedition which shall ascertain this fact beyond a doubt, will need to be "looked up" in the same manner.

"We understand that the result of the meeting of the Arctic officers, Sir Edward Parry, Sir James Ross, and Captain Beechey, at the Admiralty, last week, has been the expression of their

unanimous conviction that Sir John Franklin has taken the passage to the north-west out of Wellington Channel, and that he must be sought by taking the same route. But it is the opinion of these authorities,— while fully recognizing, and even insisting upon, the advantages of immediately despatching a steamer to carry on the abandoned search in that direction — that no vessel can be started with any hope of reaching an advanced position in Davis's Straits, and getting into a safe harbor, before the winter."

#### PHYSIOLOGICAL DIAGRAMS.

The law of the last Massachusetts Legislature requires teachers of schools to be examined in Human Physiology, and it authorises Committees to introduce this science as a regular branch of instruction into our Grammar and High Schools. With a view to this law, and to the wants of the schools, we have prepared a set of Eight Diagrams, two feet and a half square, on the boldest plan yet attempted for schools. The first three relate to the Bones, and are so drawn, that, if the purchaser pleases, they may be united in one, forming a noble skeleton more than six feet in height. The 4th represents the Lungs and Heart on a larger scale than any other similar drawings, so that the circulation and respiration are plainly and beautifully exhibited. The 5th represents the Stomach, Liver, Intestines, and other contents of the Abdomen on the grandest scale. The 6th exhibits the Brain with the Nervous System issuing from it. The 7th contains two views of the Eye, one an entire eye with its principal muscles, the other a section of the eye, showing its interior on a very large scale. This diagram also contains a correct drawing of the outer and inner Ear, so large that the parts may be distinguished across a school-room. The 8th diagram contains drawings illustrative of the Nerves of the Face, the Vocal Organs, the Skin and its appendages of Hair, Nails, &c., &c. These Diagrams are beautifully colored and mounted on cloth. They are accompanied by a Key, which is a better Manual of Human Anatomy and Physiology, *for the use of our teachers*, than any which has been prepared, for it deals less than others in technical terms, and familiarly applies each subject to the proper use of the school-room. Lemuel N. Ide, No. 138½ Washington Street, is our agent for the manufacture and sale of these Diagrams, of which the retail price is only Five Dollars. We shall be happy to give any advice or information to teachers or others in regard to these Diagrams,— or any others.

## THE THREE CALLERS.

FROM SWAIN'S ENGLISH MELODIES.

Morn calleth fondly to a fair boy straying  
Mid golden meadows, rich with clover dew ;  
She calls, — but he still thinks of naught, save playing,  
And so she smiles, and waves him an adieu !  
Whilst he, still merry with his flowery store,  
Deems not that Morn, sweet Morn, returns no more.

Noon cometh, — but the boy, to manhood growing,  
Heeds not the time ; — he sees but one sweet form,  
One young, fair face, from bower of jasmine glowing,  
And all his loving heart with bliss is warm.  
So Noon, unnoticed, seeks the western shore,  
And man forgets that Noon returns no more.

Night tappeth gently at a casement, gleaming  
With the thin firelight, flickering faint and low,  
By which a gray-haired man is sadly dreaming  
O'er pleasures gone, — as all Life's pleasures go.  
Night calls him to her, — and he leaves his door,  
Silent and dark ; — and HE returns no more !

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## OUTLINE MAPS.

We again call the attention of Teachers and School Committees to the necessity of providing themselves and the schools with some kind of *Outline Maps*. It is amazing that, after their own experience of the perfect uselessness of the lessons in Geography, usually taught from text books and atlases, they are willing to waste the time of the generation now in the schools as their own was wasted there. At a late Teachers' Institute, we ascertained that only two or three of the hundred teachers had ever used an Outline Map, or ever drawn one, and we presume the proportion is not much greater in any of our Institutes ! Now, we will venture the opinion that on our Outline Maps, any teacher can give more and better instruction, *abiding* instruction, in *one* hour, than he can give in the old way of learning lessons from the text book, even if an *Atlas* is used, in *ten* hours. We should not fear to come under a bond to do this with twice as many pupils as can learn and recite in one class on the old plan. The Key to our Outline Maps contains directions for their use, and for the Drawing of Maps on Blackboards. It differs from other Keys in not

admitting unimportant names, and in so arranging the information, that there is no fear of those parrot recitations so common even from Outline Map Keys, the calling of names in a certain order, without any distinct idea of the locality, and without any ability to name the same things out of the prescribed order.

Our set of Outline Maps, eight in number, on cloth and beautifully colored, with a Key, which is all the Geography that a child ought to learn at school, as the foundation of future studies in History, Travels, &c., costs only *Four Dollars*. The Key alone may be bought, we believe, for a York shilling; and, as there is no fear of the Map or Keys growing old and useless, as most of the text books now used are known to do,—they being not much more valuable after five years than old almanacs,—it seems almost sinful for parents to allow the schools to go on without this necessary apparatus.

We also call the attention of School Committees to the subject of *Blackboards*. We have never seen one District School that had enough of these means of instruction, essential not only in teaching Geography, but in Arithmetic, Writing, Drawing, Spelling, Composition, Grammar, and every thing else taught in our schools. The cost of these Boards is too trifling to weigh one moment against their advantages. Let the Committees see that every foot of the walls is covered with them, and let them dismiss immediately, or never employ, a teacher who does not insist upon as many square feet of blackboards as can be placed around the school room. Boards should be well planed and jointed, then painted perfectly black, *without any varnishing*. These wear longer than composition walls, are very easily repainted, and use less chalk. Have the Committees all studied Barnard's work on School-houses, School Furniture, Apparatus, &c.?

 TAPPAN & WHITTEMORE, No. 114 Washington Street, Boston, manufacture and publish Fowle's Outline Maps. We shall be happy to hear from any Teachers or Committees who may want advice on the subject.

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As we have made numerous engagements to instruct and lecture at Teachers' Institutes, the ensuing season, we hope any little irregularity that may arise from our absence, will be forgiven by such subscribers as have paid; — those who have not paid, will not, of course, forgive us.

 All Communications, Exchanges, and Books for review, must be directed to Wm. B. Fowle, West Newton, Mass.

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